

## Research Paper Evaluation

Name: \_\_\_\_\_

World Region: \_\_\_\_\_

U.S. Topic: \_\_\_\_\_

World Topic: \_\_\_\_\_

Category	Strong 10 - 9 points	Proficient 8 - 7 points	Developing 6 - 5 points	Emerging 4 - 3 points	Not Yet 2 - 0 points	Points Earned
<b>Thesis and Focus</b>	Thesis is eloquently stated and neatly focused. Each paragraph has a clear link to main topic, with logical order to ideas and fluid transitions between subjects.	Thesis is clearly stated, but focus could have been sharper or more compelling. Paragraphs primarily relate back to main topic.	Thesis is accurate but general. Paragraphs show an attempt at relevance but are sometimes unfocused.	Paragraphs are a collection of facts and ideas around an unfocused topic. It is unclear why information is included and what point is being explained.	No statement of thesis or clear objective for research.	
<b>Content and Integration</b>	Essay smoothly integrates writer's ideas, factual research, and paraphrases. Paper is detailed and interesting, with a purpose to each fact and a complete exploration of each topic.	Essay relies more on strict research than on the writer's own insights and responses. Ideas and paraphrases are solid. Paper is appropriately detailed.	Essay demonstrates little of the writer's own ideas in response to the research. Facts are at times poorly connected. Information is unelaborated upon.	Essay includes general comments without supporting facts. Research offers minimal details and/or explanation of the details.	Essay strings together material without thoughtfully responding or carefully shaping it. Paper includes somewhat random facts without relevance to the thesis.	
<b>Analysis and Conclusions</b>	Student carefully analyzes the information and draws appropriate and inventive conclusions supported by evidence. Paper reveals a compelling development of ideas.	Student shows solid effort in analyzing the evidence collected. Most ideas are developed appropriately.	Student at times offers commentary on the facts, and at other times relies primarily on research.	Student's conclusions are inaccurate or not adequately supported by evidence.	Student includes facts but offers no conclusions or analysis.	
<b>Comparison of Topics</b>	The paper clearly and accurately elaborates on both research topics. Student compares effectively the nuances and relationships of the world and U.S. events.	Student generally links the two topics in some comparison. Student offers some explanation of the connection between ideas.	Research is linked between the topics, but student does not explain or understand the overall connection and does not make a clear comparison.	Some comparison can be inferred, but the student makes no explanation in the paper.	Facts offer no relevance or connection between the world and the U.S. topic.	
<b>Organization</b>	The introduction, body, and conclusion are organized and presented in such a clear and careful way that the reader moves easily through the text.	The organizational structure is logical enough to move the reader through the text without undue confusion.	The organizational structure is predictable, without flair in either the introduction or conclusion. There are a few lapses in focus.	The organizational structure is somewhat random, with some lapses in focus or coherence. Reader is confused at times.	The essay demonstrates little organizational planning.	
<b>Writing Style</b>	Sentences are masterfully controlled and varied in length and type, with precise, rich vocabulary. Voice and tone enhance the overall presentation.	Student uses acceptable and effective language. Sentences are correct but not varied.	Writing style is simple and/or repetitive. Basic sentences prevail. Student uses simplistic or imprecise vocabulary.	Sentence structure is awkward at times. Student shows limited awareness of audience or reader, with ineffective vocabulary.	Many sentences include errors, such as fragments and run-ons, detracting from the reading. Vocabulary is inaccurate.	
<b>Mechanics</b>	Almost no grammatical, spelling or punctuation errors.	Few grammatical, spelling or punctuation errors.	Several grammatical, spelling or punctuation errors.	Many grammatical, spelling or punctuation errors.	Paper is difficult to read due to the significant number of grammatical, spelling or punctuation errors.	
<b>Format</b>	Research paper satisfies all required elements: at least 3 pages, double-spaced, proper margins, proper font size and style, proper number of sources, use of research tools and Works Cited page.	Research paper does not satisfy one requirement.	Research paper does not satisfy two requirements.	Research paper does not satisfy three requirements.	Research paper does not satisfy four or more requirements.	
<b>Quality of Research</b>	Research is comprehensive, accurate, and from high quality sources. Student turns in all notes on Research Journals or Zotero. Student works responsibly to fulfill the nightly, self-scheduled assignments.	Information is sufficient in amount, but some sources are of questionable value or topics are not fully explored. Research Journals or Zotero notes are mostly completed. Student generally fulfills the self-scheduled homework assignments.	Student completes only part of the necessary research, or displays minimal effort in selecting quality sources. Research Journals or Zotero notes are incomplete. Student partially fulfills nightly, self-scheduled homework assignments.	Research is not compelling in variety, amount, or quality. Research Journals or Zotero notes are barely complete. Student does not fulfill nightly, self-scheduled homework assignments.	There is little to no evidence of research. Student does not meet requirements, does not use Research Journals or Zotero notes, and/or does not do homework.	
<b>Works Cited</b>	Information is fully cited from the appropriate number of sources. Works Cited page follows proper style and is error free.	Works Cited page generally follows proper style and/or contains few errors, with close to the required number of sources.	Works Cited page sometimes follows proper style and/or contains several errors. Student uses only a few sources.	Works Cited page contains numerous errors. Research sources are unclear.	Works Cited page is missing or information is uncited, and therefore raises the question of plagiarism.	
<b>Total Points Earned:</b>						